

General Education Core (34 – 55 credit hours)

The purpose of the general education program is to encourage students to explore areas of knowledge other than their majors. The program seeks to provide students with educational experiences that will develop their ability to think clearly and critically, to express themselves accurately, and to become aware of the rich and varied knowledge and great accomplishments of society. Concepts introduced in the general education core will be reinforced and developed through the student's chosen course of study.

Students must complete all three components of general education core. The following list outlines the academic groups from which students may select courses to fulfill the requirements, and the numbers of all courses that have been approved as general education core courses. For descriptions of each of these courses, see the course listings section. Some general education core courses satisfy major and major-related courses or prerequisites for those courses.

Component One: Basic Skills (0 – 18 credit hours)

- I. **Written Communication** 6
English 101 and 102, or demonstrated competence leading to exemption. (Students seeking an exemption from Written Communication I or Written Communication II must apply to the Basic Studies Committee of the English department *in their first semester* at Utica College.)
- II. **Mathematics** 3
One of the following courses: Mathematics 104, 131, 143, 151, or demonstrated competence leading to exemption.
- III. **Foreign Language** 6
Competence in a foreign language through the 102 level (Chinese, French, German, Italian, Russian, Spanish) or demonstrated competence leading to exemption.
- IV. **Oral Communication** 3
One of the following courses: COM 101: Interpersonal Communication, COM 103: Public Speaking, THE 136: Elements of Acting, or demonstrated competence leading to exemption.
- V. **Computer Use**
Students are expected to possess the skills necessary to use computers for word processing, information retrieval, and data manipulation. Students lacking sufficient skills may be required to strengthen them, possibly through formal coursework.

Component Two: General Education (28 credit hours)

- I. Three courses in the HUMANITIES 9
Study of the humanities helps one become more perceptive, analytical, articulate, creative, and sensitive. Such study invites students to experience and react to a wide range of thought and feeling and nurtures the mind and heart.

Major Components option: Select one course from *each* of the following categories:

Literature

English 135	Introduction to Literature	3
English 195	American Literature and Culture	3
World Literature 205	Masterpieces of Western Literature: Through the Renaissance	3
World Literature 206	Masterpieces of Western Literature: Since the Renaissance	3
English 245	Major Figures in English Literature: Through the 18th Century	3
English 246	Major Figures in English Literature: Since the 18th Century	3

Fine Arts

Fine Arts 115	Introduction to Art	3
Fine Arts 245	History of Art I	3
Fine Arts 246	History of Art II	3
Music 115	Introduction to Music	3
Music 245	History of Music I	3
Music 246	History of Music II	3
Theatre 115	Introduction to Theatre	3

Philosophy/Semiotic Systems

English 103	Introduction to the English Language	3
Film 201	The Language of Film	3
Philosophy 101	Critical Thinking	3
Philosophy 103	Problems in Philosophy	3
Philosophy 104	Philosophy of Religion	3
Philosophy 105	History of Ancient Philosophy	3
Philosophy 106	History of Modern Philosophy	3
Philosophy 107	Ethics	3
Philosophy 108	Professional Ethics	3

II. Three courses in the NATURAL SCIENCES AND MATHEMATICS 10

The core experience in the sciences and mathematics exposes students to the history and general principles of biology, chemistry, geology, mathematics, and physics and teaches them how these principles apply to the world in which they live. A study of science and mathematics attempts to teach a rational approach to the solution of problems and stresses that theories of natural phenomena must be subject to rigorous, dispassionate, and continuous testing. Students taking these courses not only learn about current theories that explain our environment but also learn to be skeptical observers of whatever explanations are offered. Because Utica College feels that a laboratory setting provides the best medium for teaching the nature of scientific inquiry, the College requires each student to take at least one laboratory course. In both classroom and laboratory, students inquire, investigate, and understand subjects in depth and report their findings orally and in writing.

Major Components option: Select one course in each of *three* of the following disciplines (one course must be a four-credit laboratory course):

Biology

Biology 101 & 102	Human Anatomy and Physiology I & II*	4
Biology 111	Human Ecology	3 or 4
Biology 112	Human Sexuality	3
Biology 113	Human Genetics	3
Biology 211	General Biology I	4

Chemistry

Chemistry 103	Chemistry and Society	3
Chemistry 211	General Chemistry I.	4

Geology

Geology 105	Society, Earth, and the Environment.	3
Geology 115	Elementary Oceanography	3
Geology 225	Physical Geology.	4
Geology 226	Historical Geology	4

History and Philosophy of Science and Technology

History and Philosophy of Science and Technology 126	The Rise of Modern Science: Aristotle to Newton .	3
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Mathematics

Mathematics 107	Introduction to Mathematics	3
Mathematics 112	Basic Statistics	3
Psychology/Sociology 211		
	Statistics in the Behavioral Sciences	3
Economics 241	Statistics	3

Physics

Physics 116	Astronomy: A Study of the Universe	3
Physics 123	Physics for Liberal Arts	3
Physics 151	General Physics I: Mechanics, Heat, and Waves	4
Physics 261	Physics I	4

III. Three courses in the SOCIAL SCIENCES. 9

The purpose of the social science core is to help the student develop an understanding and appreciation of the nature and diversity of the human experience. This involves an examination of the historic roots of one's own and other cultures, the institutions and processes that structure social life, and the interconnectedness of the individual, culture, and society. Students should select one course from each of the following categories. In each category there are some courses which are designated (D) as having a content that deals extensively with some aspect of cultural diversity. Each student should select at least *one* of these courses in fulfillment of the social science core.

History and Heritage

History 125	America and the World	3
History 135 (D)	Africa and the World	3
History 145 (D)	Asia and the World	3
History 165 (D)	Europe and the World	3
Anthropology 251 (D)	Native American Culture and History	3

Social Institutions and Processes

Economics 141	Principles of Macroeconomics	3
International		
Studies 101 (D)	World Regional Geography	3
Government and		
Politics 101	Introduction to Politics and American Government	3
Sociology 151 (D)	Human Society	3

The Individual, Culture, and Society

Anthropology 101 (D)	Introduction to Cultural Anthropology	3
Psychology 101	Introduction to Psychology	3
Sociology 151 (D)	Human Society	3

Component Three: Writing-Intensive Courses

Students entering as freshmen must successfully complete two writing-intensive courses (designated W in the course catalogue). Transfer students entering with their Core complete must successfully complete one writing-intensive course.

Writing-intensive courses include both formal and informal writing opportunities. Formal, graded writing assignments (i.e. papers, essays, and reports) are intended to give students feedback as their drafts develop or offer opportunities to revise. Informal writing assignments (i.e. journals, reading logs, and in-class responses) are primarily intended to help students connect intellectually with the course content.